

St John's CE VA Primary School



Special Education Needs and Disability Policy

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit.

1. Introduction

This policy outlines the provision for Special Educational Needs at St John's CEVA Primary School.

This policy is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN (Special Educational Needs) and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

The implementation of this policy is the responsibility of the Governing Body, Headteacher, SENCO and all teaching staff.

2. Aims and Objectives

The aims and objectives for the children with special educational needs are the same as for all children of St John's:

- All pupils will have access to a broad, balanced and relevant curriculum, which incorporates the requirements of the National Curriculum or the Early Years Foundation Stage.
- All children need to experience success and a sense of achievement.
- All pupils develop their skills, personal qualities and attitudes within a caring community, committed to Christian values.

The aims of this policy are:

- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents can play their part in supporting their child's education;
- to ensure that our children are involved in this process.

3. Educational Inclusion

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

We strive to create an inclusive environment, offering excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this

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through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and social needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All children at our school are entitled to take part in all the activities that are offered whether as part of the curriculum or 'out of school activities.'

4. Identification

All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than most children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are baseline-assessed when they join our school, so that we can build upon their prior learning. At our school we follow the Revised SEND Code of Practice (2014) to identify, assess and provide for pupils with SEND.

The school aims to identify pupils with any special needs as early as possible. Identification of difficulties is primarily the responsibility of the class teacher.

Children's SEN and requirements fall into the following four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory, medical and physical difficulties.

There is variation within each of the four categories in the Code of Practice. In some cases, difficulties in one area will lead to difficulties in another. In other cases, it may be that needs co-occur.

5. Disability

Many children and young people who have Special Education Needs may have a disability under the Equality Act 2010 – that is:

a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support.

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We recognise that disabled children are identified as the most vulnerable group in respect of safeguarding their wellbeing. We follow the practice guidance within 'Safeguarding Disabled Children and Young People's Practice (2017).

6. Assessment

Early identification is vital.

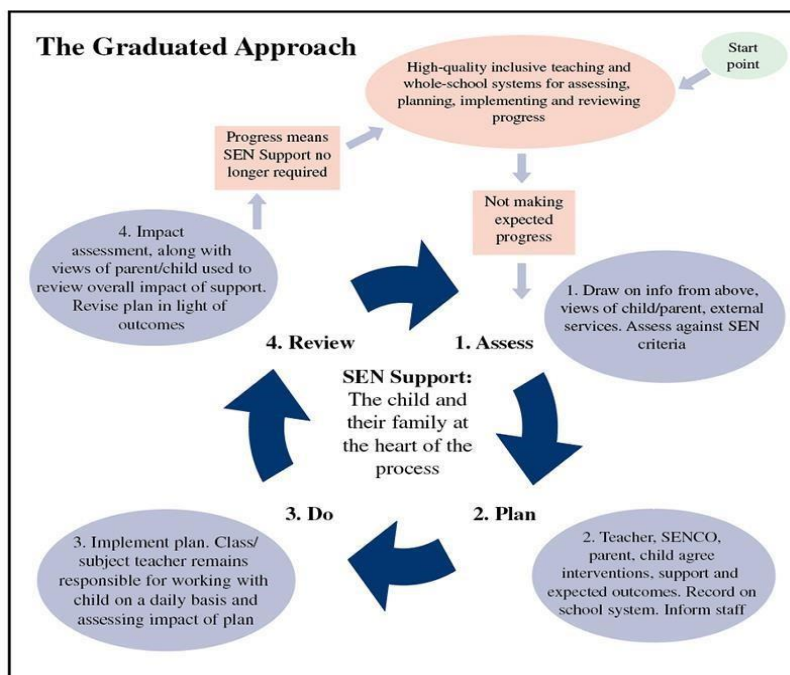
The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices:

- Baseline assessment
- Early Years Foundation Stage / National Curriculum attainments
- Pupil observation – tracking and recording responses
- Y1 Phonics Screening
- SATS (Standard Attainment Tests) Year 2
- Pupils' work
- Standardised tests
- Pupil progress meetings between Headteacher and Class Teacher.

This is an on-going process.

7. The Graduated Approach

The Revised SEN Code of Practice (2014) recommends that schools adopt a Graduated Approach, to match provision to children's SEN so that, where necessary, increasingly available specialist expertise can respond to a child's individual needs if they do not make adequate progress. The Graduated Approach follows an 'Assess, Plan, Do, Review' model as shown below.



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Assess

Where there are concerns as to the academic progress or presentation of any child, the class teacher will in the first instance gather and analyse assessment information, talk to the parents, in order to build a profile of need and inform the SENDCo who will place the child's name on the school 'Teacher Support.'

If our assessments indicate that a child may have a learning difficulty, which requires increased differentiation, the child's name will be placed on the SEN Register at the level of 'SEN Support.'

Plan

'A Support Passport' will be written in collaboration with parents and the child. It will outline specific, measurable and achievable short-term target/s with which to address the area of need and high-quality teaching strategies/interventions to be used. The child will be encouraged to take some ownership of the process of overcoming his/her difficulties. This passport will be reviewed at least termly in consultation with all concerned, including the parents, and appropriate new targets will be set.

Do

The class teacher remains responsible for working with the child daily and for planning and delivering an individualised programme. All agreed adjustments, interventions and support should take place.

Review

The quality and impact of the targets will be reviewed with parents and the child. The cycle will then start again.

If after at least 2 cycles of Assess, Plan, Do and Review, it is clear the child is not making the expected progress, additional support may be sought from external services. We will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new Support Passport target. The new strategies within the Support Passport will wherever possible, be implemented in the child's normal classroom setting.

Where the needs of the child are extensive or the child continues to demonstrate a significant cause for concern, a request for statutory assessment can be made to the Local Authority for an EHC (Education, Health and Care) Plan. This EHC plan sets out the child's personal goals in detail and sets long term objectives in order to meet them. Yearly targets are set for this purpose. The EHC plan is reviewed and, if necessary, updated annually.

8. The role of the SENDCO

The SENDCO:

- manages the day-to-day operation of the policy;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as a link with parents;
- acts as a link with external agencies and other support agencies;

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- monitors and evaluates the special educational needs provision and reports to the governing body;
- will write an annual Action Plan prioritising the key actions necessary for developing and improving SEN provision within the school. This will contribute to the school development plan;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- liaise with high schools and ensure relevant documentation is transferred;
- attends relevant SEN courses and keeps members of staff informed of new practices, procedures and resources;
- contributes to the professional development of all staff.

9. The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

As well as fulfilling their legal obligations, the Governing Body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

10. Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP.

In addition to the SENDCo, the school employs teaching assistants who work with individuals or groups of children on the SEN Register. They work under the direction of the class teacher who may consult with the SENDCo if needed.

Each term the school has an opportunity to apply for High Needs Funding from the LA for learners who have a high level of Special Educational Needs/Disabilities.

Within the school budget, a section of the Educational Supplies and Services budget is allocated for SEN. Identification and the development of SEN may be found in the School Development Plan and provision for SEN may be found in the Governor's Annual Report.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

11. Partnership with parents

The School recognises the vital part parents play in the education of their children. The school works closely with parents in the support of those children with special educational needs. We encourage

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an active partnership through an on-going dialogue with parents. The home-school agreement is central to this.

We have termly meetings to share the progress of special needs children with their parents.

12. Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children are involved at an appropriate level in setting targets in their Support Passports and in the review meetings. Children are encouraged to make judgements about their own performance against their Support Passport targets.

13. Admission Arrangements

Admission arrangements are determined by the school's Governing Body. St John's strives to be a fully inclusive school. Our school does not refuse admission to pupils with Special Educational Needs with Education, Health and Care Plans (EHCP) within our catchment area, nor discriminate against pupils out of catchment area on the basis of their SEND.

The Governors are required by law to admit any child who has an 'EHC' Plan which identifies St. John's CEVA Primary School as being best able to provide the most appropriate educational provision for the named child.

14. Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEN system in school and is involved in supporting teachers drawing up Support Passports for children. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo and the named governor with responsibility for special needs also hold regular meetings. The governing body reviews this policy every two years.

Linked Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Behaviour and Discipline Policy
- SEND Information Report
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Collective Worship Policy
- SMSC Policy
- RSE Policy
- Equality Policy
- Accessibility Policy
- Curriculum Policy
- Religious Education Policy
- Physical Education and Sports Policy
- Complaints Policy

Please also refer to those named policies for more comprehensive information.

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